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# ENG 1001G-028: Composition and Language

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ENG 1001G Composition and Language  
Section 028 Meets TTh 12:30 - 1:45  
Instructor: L. A. Berry (Ms Berry or Ms B)  
Office Hours: 10:45 -- 12:15, 1:45 - 2:45 TTh  
Office Location: Coleman 3836  
Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

**Required Text & Materials:**

Graff, Gerald and Cathy Birkenstein. They Say/I Say. New York: W.W. Norton, 2006.

Greene, Stuart and April Lidinsky. From Inquiry to Academic Writing. Boston: Bedford/St. Martin's, 2012.

- ✚ a Panthermail account
- ✚ post-it note pad for marking texts
- ✚ a notebook and something to write with during class
- ✚ a positive attitude & strong work ethic

**Catalog Course Description:**

Graded (A, B, C, N/C) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

**My Personal Course Description:** Assignments are designed to improve your ability to read critically, summarize college level articles accurately, synthesize ideas and arguments from multiple sources, and contribute to academic “conversations.”

Effort on your part is essential. Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level.\*

Keep up with the reading assignments. Keep in mind the fact that coasting means you are going downhill.

**\* Consistent with the Policy on Credit Earned at Eastern Illinois University:**

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

**EIU Policy on Attendance**

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work ([110 ILCS 122/](#)); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action.

Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

**My Personal Attendance Policy:**

Work done as a part of a group in-class and timed in-class writings are not possible to make up.

Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons. Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation.

Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity.

Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable.

Absences not eligible for make-up privileges will result in the loss of one point.

Your major essays (described in the *Greene/Lidinsky* text) will be graded on the following components, each worth 20 pts:

Contribution to the “conversation”:                      Synthesis

Accurate/thorough use of sources

Clarity/Organization                                              Mechanics

Scores for each category are added together. These essays will be 4 - 6 pages long.

Participation involves the following components:

Attendance                                              30 (1 point deducted for each absence)

Preparation/participation/Self-assessment conference    70

You'll get more of a sense of how this works as class proceeds.

Final grade: 500-450 = A, 449-400 = B, 399-350= C, 349 and below = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the comments in writing subsequent papers.

**Policies/Practices:**

- ✚ Tardiness, leaving early and not having the specified text with you each count as a half day absence for each occurrence
- ✚ Late papers lose 10 points for each calendar day (or portion thereof) past the deadline

- ✚ Cell phones should be absolutely out of sight. Ear buds or Bluetooth devices should be out of your ears. If I see an electronic device, you'll lose 20 points. No mitigating circumstances will be considered.
- ✚ Major assignments must be submitted electronically. Use your Panthermail account. Attach a Word document. Name the document using your last name and the name of the assignment.
- ✚ You must schedule a conference at least once during the semester during my office hours. I have no obligation to remind you, nor do I have any obligation to increase my office hours as the semester draws to a close.
- ✚ There is no extra credit.
- ✚ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the 5 components used for assessing the assignment. I will consider the merit of your argument, but there's no guarantee I'll change the grade.

**Assignments in this course require you to:**

Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)

Seek and gathering data, information, and knowledge from experience and texts. (Critical Thinking Goal 2)

Understand, interpret and critique relevant information and knowledge. (Critical Thinking Goal 3)

Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)

Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)

Create defensible arguments. (Critical Thinking Goal 6)

Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing and Critical Reading Goal 1)

Craft cogent and defensible analyses, evaluations, and arguments. (Writing and Critical Reading Goal 2)

Produce essays that are well-organized, focused, and cohesive. (Writing and Critical Reading Goal 3)

Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing and Critical Reading Goal 4)

Understand, question, analyze, and synthesize complex textual sources. (Writing and Critical Reading Goal 5)

Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing and Critical Reading Goal 6)

Collect and employ source materials ethically and understand their strengths and limitations. (Writing and Critical Reading Goal 7)

Appropriately undertake impromptu presentations, debates, and discussions (Speaking and Listening Goal 2)

Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

Policies required by various levels of university administration follow:

### **Departmental Policy on Plagiarism**

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. **In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.**

**University Policy on Writing Portfolios:** Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

**University Policy on Academic Integrity**—Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be re-reported to the Office of Student Standards.

**University Policy on Students with Disabilities**—If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

**University Policy on The Student Success Center**—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581- 6696, or go to 9th Street Hall, Room 1302.

Daily Schedule: You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; outline or take notes. Keep in mind that your education consists largely of the work you do independently; what we do in class is a means of monitoring your progress. All assigned essays must be typed. We will be using Assignment Sequence One on pages 878-9 in From Inquiry to Academic Writing. You should familiarize yourself with these instructions. Assignment One will be 3 pages. Assignments Two and Three will each be 5 pages. Assignment Four will be 7 pages.

The writing topics listed on this schedule are for **in-class writing**.

August 26      Writing topic: Are education and learning synonyms? Discuss using concrete examples.

Lecture/discussion: I will go over the syllabus and elaborate on goals/expectations for the class.

- August 28      Reading assignment (must be completed prior to class) 1 – 14 From Inquiry to Academic Writing.  
Writing topic: Where have I personally encountered or been affected by the limitations of binary thinking?  
Lecture/discussion: Lenses/close reading/annotation/rhetorical analysis/synthesis: What on earth are we talking about?
- Sept 2          Reading assignment: “Seeing and Making Culture: Representing the Poor” 431-7 From Inquiry  
Homework: DO NOT USE Highlighter, but otherwise, keep track of hooks’ use of personal experience. Be prepared to answer the questions in *Reading as a Writer*. Unless you have a photographic memory, this will require having annotated the text.  
Writing topic: What does it mean to be middle class?  
Discussion: Sharing ideas from homework/writing
- Sept 4          Homework: hooks uses four examples of movies in paragraph 8. Find a review of one of these and summarize it. Make sure you note bibliographic information about the review. Does this reviewer see the same things in the movie that hooks sees? Explain what the writers agree about and what they see differently. Type this and bring a hard copy to class.  
Writing topic: Does hooks convince you that the poor have values?  
Lecture/Discussion: Style/audience, Inference/uncovering assumptions
- Sept 9          Reading assignment: “Taking a Bite out of Twilight” 438 – 41.  
Homework: Write the essay as instructed in *Writing as a Reader #1* on 437 of From Inquiry to Academic Writing. (Must be typed; and you must bring a hard copy.)  
Discussion: Essays you wrote.
- Sept 11        Reading assignment: 29 – 39 From Inquiry to Academic Writing.  
Homework: Answer the questions in *Steps to Analyzing a Text Rhetorically* regarding the hooks or Siering essay (Must be typed, and you must bring a hard copy.